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El uso de las redes sociales como recurso didáctico en el aula de lengua inglesa.

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**Trabajo de Fin de Máster**

# **THE USE OF SOCIAL NETWORKS AS A DIDACTIC RESOURCE IN THE ENGLISH LANGUAGE CLASSROOM**

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## RESUMEN

Hoy en día, las Tecnologías de la Información y la Comunicación se han convertido en un elemento ubicuo: mayores y, sobre todo, jóvenes y pequeños se encuentran ligados a su uso en todos los ámbitos de la vida. Las plataformas de redes sociales son uno de los elementos TIC con mayor popularidad. La enseñanza no debe desatender esta realidad, de manera que, además de formar para conseguir un mayor conocimiento de dichas tecnologías, también puede sacarles partido para obtener mayores resultados a nivel de motivación y de rendimiento.

El presente trabajo, tras observar y analizar el estado de la cuestión del uso educativo de las TICs, desarrolla una propuesta didáctica basada en la popular plataforma de Facebook para la didáctica del inglés, como lengua extranjera, consiguiendo una mayor motivación e interés por parte de los estudiantes, así como una aplicación práctica de dos conocimientos indispensables, el uso de las tecnologías y el dominio de idiomas.

**Palabras clave:** inglés como lengua extranjera, redes sociales, TICs, propuesta didáctica.

## **ABSTRACT**

ICTs have become a ubiquitous element today; people of all ages are linked to their use in all spheres of life. Social media platforms are among the most popular ICT elements. In this sense, education cannot ignore this reality, therefore, in addition to training for greater knowledge of these technologies, it can also take advantage of them and obtain greater results in terms of motivation and performance.

The present paper, after observing and analysing the state of the art of the educational use of ICTs, develops a didactic proposal for teaching English which has been based on the popular platform called Facebook, achieving greater motivation and interest from the students; as well as a practical application of two indispensable knowledge, the use of technologies and the acquisition of languages.

**Key words:** English as a foreign language, social networks, ICTs, didactic proposal.

## **1. INTRODUCTION AND JUSTIFICATION**

Education can be defined as a set of actions aimed at establishing teaching-learning relationships between individuals, groups or even well-planned procedures within educational practices. However, its purposes and impacts are broader, since education has also been appreciated as a communicative process that has helped to change society throughout its history. At the same time, the educational process itself has been influenced by social factors which, in turn, have improved teaching-learning methods. In this way, the relationship between the educational process and the communicative process can be outlined as a social dynamic that takes place in the exchange of information between committed individuals. In addition, such exchange can occur when some tools are used through information platforms that guarantee interaction through the information language previously agreed with other communities.

In other words, teaching-learning processes respond to the different socio-economic contexts, adapting to provide the educational requirements and needs every different moment and settings may have (Byram & Hu, 2013). In particular, the interaction between individuals attempting to transmit or exchange information has been associated with the evolution of communication throughout history. In this sense, communication technologies became influential in social interaction when the power of the range of information was then understood in the name of society as a whole. On the other hand, social interaction succumbed to virtual networks, which could keep people connected to each other regardless of boundaries, ethnicity or other social factors, such as linguistic differences.

These social networks, as defined by Vázquez and Cabero (2015), are a set of applications and collaborative spaces that allow social connection and information exchange in a networked environment. These tools are generally used for recreational or commercial purposes; however, they have the potential to be incorporated into the teaching-learning process as another pedagogical tool. It is, therefore, a source of information and content that the educational process must take advantage of, not only because of the pedagogical factor per se, but also because of the fact that they are tools that stimulate the interest and motivation of students, thus generating a perfect context for more efficient and meaningful learning.



Nonetheless, using the internet is not a novelty to the academic context. As Sheliga (2015) indicates, that was precisely its prime purpose. However, it is important to point out that its use has changed significantly due to the vast number of aspects that have been enhanced within the possibilities offered by this tool, having experienced noticeable enhancements in regards to connectivity speed, range accessibility, cost decrease, contents increase, and digital literacy applications.

As for the advantages of using social networks, Araujo (2014) explain that using the net has become a frequent routine for young learners. This means, for example, that collaborative learning may have bigger chances to be implemented as an online experience. In time, according to what Vigotsky (1978) had foreseen and Erdocia (2012) has corroborated, this may turn into a social learning activity, since social networks allow students and teachers to have access to daily activities in a fresh creative way, so that the parts involved can create and share their own contents in a more personalised manner.

As Richards & Rodgers (2014) explain, since learning a language is implicitly related with communication, the integration of ICTs in the language teaching-learning process became naturally with new tools, methods and techniques. Among these innovations, there are specialized software (pronunciation, grammar, vocabulary improvement software), PC language customized lessons, digital feed-back books, dictionaries and offline translators, educative games and apps, the internet and its derivatives.

Thus, social networks may complete the language teaching activity since the young students are the most frequent users and they have become actively familiar with this platform besides they are natural enquirers to explore into any target content creatively, such as learning a foreign language at a virtual environment whose visual setting can be stunningly appreciated as a real one due to the ultimate internet upgraded version, that is Web 2.0.

This virtual reality may be provided with natural exchanging sites between teachers and students, where the former should ensure the meaningful learning topic construction by mediating the new information and the background knowledge. In this sense, the student is expected to use what he has learned by means of social interaction with other people who are familiar with language

teaching specialized networks, in particular networks teaching English as a technological language.

As, Devi and Nayak (2013) point out, there is a large amount of English teaching specialized networks, such as Twiducate, LiveMocha, Conversation Exchange/ Language Exchange, Talk, Palabea, Polyglot Club, My Happy Planet, Shared Talk, EnglishBaby, Wordsurfing, Babble, or Duolingo.

Among the multiple benefits that language learning networks may have, it can be highlighted that they allow users to personalize the learning process according to their needs. Furthermore, it eliminates the need of professor and student sharing the same time and space, since the ICTs allow to make the teaching-learning process adaptable making it possible at the time and rhythm needed by the learner (Devi and Nayak, 2013).

However, there are also some weaknesses and contraindications regarding they application. In this sense, among the reasons for not including social networks in education, there are: rejection to programme integration, paradigm change resistance, ignorance, lack of technological skills to exploit possibilities, and limited access to some people (Arthur and Yeboah, 2013). Firstly, programme integration is an important step to strengthen this methodology as obligatory at all levels within the entire educative system; mainly English programmes that will promote English as a universal technological language taught at high school sub-level with a young population of teen students who are mostly users of easy accessing social networks.

Yet, few teaching programmes can be ICTs integration friendly (Ramírez, Casillas and Contreras, 2014). This is because every teacher works independently to integrate their own teaching methods, without sharing his experience with other teachers. Moreover, some schools are unable to start an ICTs integration discussion. This may result in recommendations to use new technologies out of a guiding plan to succeed in these actions.

Considering both, benefits and problems, in order to obtain an effective programme integration, it is important to take into account several factors that cause social networks to be optimal alternatives to teach and learn English. In the first place, most social networks users are young and see the networks as a different way to learn a language. In other words, it is advantageous to show that social networks can be a learning source outside the classroom so the student

can perform an activity that he always does in different places, at a different hour, and through different devices while socialising, meeting new friends or interacting with known people besides practising another language at the same time.

The use of this kind of tools seems to have a positive impact in the teaching-learning process of languages, including English, however, it is also true that there has not been enough testing neither enough time to evaluate the results it may provide in the long run. Nonetheless, at least for the moment, it cannot be denied that not only teen users show an enthusiastic attitude towards social networks; but also demonstrate a skilful handling and an easy access to these resources (Harmer, 2001).

Since English is a universal technological language, its acquisition has almost become a mandatory accomplishment to succeed in development areas like business, economy, science, technology, and mostly education. In this sense, its learning should be outlined by teaching strengths to enable top quality instructional methods from elementary levels to higher courses.

Regarding this, high school students are in frequent contact with English-related life situations when interacting on social networks. Based on this, taking advantage of these student's routines may strengthen the instruction plan by implementing social-networks-based strategies. However, lack of integration of networks-oriented teaching in traditional programmes may discourage English teachers to introduce these resources in their syllabuses; thus, there is a need to apply changes not only from the base, but also from the correspondent decision-making positions, adapting the education laws to the current possibilities and needs. This change includes the way teacher-student interaction takes place, the way of working (from face to face classes to virtual learning, for example), the assessment criteria, even the teacher's role (Richards & Rodgers, 2014).

However, it can be understood that paradigmatic changes can be overwhelming to any teacher, especially if those have ever happened shortly. On the other hand, not knowing ICTs can be an obstacle also, for this is not only judging the lack of knowledge, but unknowing the advantages of them as well. In this sense, Devi and Nayak (2013) explain that there are several ways to bring opportunities to teachers for them to engage their students into activities outside the classroom by keeping a whole fresh mind on new interests.

Most of the teachers who see ICTs as complicated tools to understand and command are probably the result of the generational division and aging barrier between old schoolteachers and computer age students (Hernández, Ramírez & Cassany, 2014). The evidence indicates that the older teachers may have less information on ICTs than their younger students; as a possible reason, teachers could be less frequent users of social networks.

Consequently, teachers' potential would not be fully developed on social networks capacities, besides the limited access that some groups may have to social networks and this could impact negatively on English learning success. As a result, further inquiry through case studies should prove that social networks might bring remarkable outcomes to young learners of English.

Therefore, researching on social network-based strategies and their effect on English learners of high school level could lead to significant findings and conclusions to the whole English teaching-learning process participants.



## **2. OBJECTIVES**

### **2.1. General Objective**

The general objective posed by this paper is to elaborate a didactic proposal based on social networks as a tool to improve the students' motivation as well as their results in relation to the subject of English.

### **2.2. Specific Objectives**

In order to achieve the general objective, there have been set the following specific objectives:

1. To describe instruction strategies used by high school teachers.
2. To determine learning strategies commonly used by high school students.
3. To review the current education legislation as well as some of the most predominant learning theories.
4. To analyse social networks used to learn English inside the classroom, at high school level.



### **3. THEORETICAL FRAMEWORK**

This section provides an overview of the theoretical foundations that give support to this study. To this purpose, acknowledged theories and authors in the field have been analysed and reviewed. In addition to the theoretical foundations examined in this chapter, the structure that sustains legality to the purpose of this study is also provided. In this sense, section 3.1. deals with the legal foundations at a European level; section 3.2. describes the so-called sociocultural theory since is generally considered as one of the most influential pedagogical theories on human learning and development; the section 3.3 reflects about the importance of interaction in language learning; sections 3.4. and 3.5 have been devoted to analyse the social networks in teaching and learning a language as well as in learning and teaching English and then, section 3.6, discuss about the reasons why social networks have been underused; the last section of this framework, section 3.7, has been used to elaborate a state of the art regarding the influence of social networks (SN's) on the language teaching process.

#### **3.1. Legal Foundation**

In 2010, the European Union introduced *Europe 2020*, a project whose most important goals are to achieve a European Knowledge Area and to ensure easier circulation of all citizens, knowledge and technology, so that students and professionals gain experience by studying and living abroad and strengthen their European identity. At the core of this strategy there is the adoption of an adequate lifelong learning policy in the framework of the digital economy. To this regard, the European Framework for key Competences for Lifelong Learning (European Parliament and the Council, 2006) identified a set of key competences required for lifelong learning.

However, nowadays the situation is changing, and the policy promoted by the European Union emphasises the value of community-based learning, lifelong learning (throughout one's life-span), life wide learning. The latter, in particular, is a tripartite concept covering formal, non-formal and informal learning and regarding them as synergic and co-operating dimensions (Selwyn, 2007).

To complete the scenario, Belz (2003) mentions another key skill that knowledge society's learners should acquire to complete their development as



complete individuals. This skill is about learning to be, learning to do, learning to work and learning to learn, which is strictly connected to their everyday life formal, non-formal and informal experiences.

In relation to language learning, the Common European Framework of Reference for Languages (CEFR), funded by the Council of Europe (2001), is oriented towards these new directions. Its philosophical underpinning is lifelong language learning and the idea that learning a language is not simply about grammar and formal accuracy, but also involves skills related to non-formal and informal learning contexts, recognized as valuable as formal ones.

In this sense, the language portfolio of the CEFR, through a self-assessment grid, offers learners a way to reflect and record their language skills throughout all their lifespan, regardless of where and how these skills have been acquired (Council of Europe, 2001). As Belz (2003) also remarked, the scales and levels of the CEFR are multidimensional, include linguistic and strategic competence but also a “behavioural dimension”, which implies learners’ maturity and autonomy when reading these scales and relating them to his/her learning progress independently of whether s/he is learning in in-class or in out-of-class settings.

In this general scenario of constant change, learning environments are facing a process of continuous experimentation and exploration of new opportunities for language learning. The fact that many governments are committed in developing more personalised education systems and a more learner-centred perspective; as well as the evidence that the European Union has started supporting particular studies and/or projects oriented to ICT education and language learning, has become the confirmation of the importance of these issues related to informal learning and lifelong learning (Cummins, 2010).

In this sense, the European Union started to be more intensively involved in the promotion of plurilingualism in Europe since 2001, which was declared then the European Year of languages. The objective of the campaign was to raise awareness of the rich cultural heritage of the continent deriving from its mosaic

of different languages, independently of how many NSs<sup>1</sup> a language has and whether or not it is widely used by non-native speakers (NNSs).

To the extent of this statement, English may play, as universal technological language mostly spoken by the European Community, a key role to keep the vast number of its population connected to one another so each community is given the opportunity to share their unique heritage. To do so, it is necessary to start this campaign from the school by providing students with teaching mechanisms that promote successful language learning via ICT- based syllabuses.

### **3.2. Sociocultural Theory**

The present section mainly leans on Vygotsky's sociocultural theory, which is one of the most influential pedagogical theories on human learning and development. Sociocultural theory sees learning as a developmental process that is socially mediated and historically constructed. Sociocultural theory is rooted in constructivism and socio-constructivism.

The constructivist theory of learning, the formalization of which is commonly attributed to Piaget, focuses on the individual construction of knowledge. It is a "theory of knowing" and a theory about "coming to know", about how learners make meaning and process their learning, which is seen as an active, interpretative, building process of discovery and exploration. In constructivism learning is considered as an internal process constructed individually in the individual mind (Piaget, 1954).

Attempting to explain the latter better, Socio-constructivist theories extended the notion of learning beyond the individual cognitive development, emphasised the social dimension of human behaviour and considered learning as a result of social interaction. In socio-constructivism, learners make meaning of their experiences and knowledge has meaning only in a real, authentic context provided with many different sources and perspectives. Thus, Socio-constructivism is an umbrella term that embraces several theories, and which was heavily influenced by Vygotsky and by his Sociocultural Theory (Vygotsky, 1978).

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<sup>1</sup> Native Speakers. Term found in Richards, J.C. y Rodgers, T.S. (2014). Approaches and methods in language teaching. United Kingdom: Cambridge University Press.

In Vygotsky's work, learning and development are tightly connected to the social relationships that learners, as social beings, build with their surrounding context. Vygotsky's school generated Sociocultural Theory, which underlines the primary importance that mediation and social interaction play in the development of meaning. According to Vygotsky, higher mental functions have a social origin and, in order to understand the individual, first it is necessary to understand the social relations that the individual intertwines.

Therefore, knowledge is a social construct that individuals build while they interact with the surrounding environment and learning processes happen through participation in cultural, linguistic, and historically formed settings (Lantolf & Thorne, 2006; Vygotsky, 1978).

An important view of Vygotsky's Sociocultural Theory is the ZPD<sup>2</sup>, which has been defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). In other words, the ZPD is the difference between what a child can achieve alone and what a child can achieve with the assistance of an expert or in collaboration with peers.

For this reason, according to Vygotsky, the nature of human learning is purely social. That means that, in order to acquire a foreign language, the students need to interact with peers, so that this experience may bring them successful results. In this study, the notion of the ZPD will be applied in the settings of online learning to explain the assistance provided to learners so that they are able to achieve an increased level of competence in English language. The ZPD applied in this study is the difference between the level of independent problem solving, that is, social networks students' experience, and the potential development of problem solving in collaboration with more capable learners in joint activity through imitation of language forms, as well as support and interactions proposed by the teaching plan.

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<sup>2</sup> Zone of proximal development in Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.

### **3.3. Interaction in Language Learning**

Attempting to relate interaction to educative practises, second and foreign language acquisition or language learning based on the Interactionist framework that is originated from the sociocultural framework by Vygotsky (1978) emphasised the importance of collaborative learning and learner-learner meaningful interaction. From the perspective of this interactionist framework, Chapelle (2003) explains that there is expected interaction between people in order to promote negotiation of meaning, and if it does so, this should be beneficial for an educative activity like language learning. To this regard, interaction between several individuals is embraced by Vygotsky's learning notions wherein it is important to consider social interaction phenomenon as a mutual activity which requires the involvement of at least two persons. Furthermore, it also includes any social exchange between two or more individuals which helps them convey their messages to the others and let them communicate in different societies. Similarly, Ellis (1999) defines interaction as a social behaviour that occurs when one person communicates with another.

The most basic type of interaction is the use of gestures or various physical movements of the body. There are also social behaviours, or social actions, which address (directly or indirectly) to other people. These kinds of social interactions can be verbal, nonverbal, face-to-face or through the media like Social Networks (Chapele, 2003). In the case of this paper, the kind of social interaction being studied are the Social Networks, as well as their impact on English language learning.

### **3.4. Social Networks**

#### *3.4.1. In teaching and learning a language*

In education, ICTs (Information and Communication Technologies) already play an important role, being considered as tools that allow to improve teaching processes. Although many times its incursion has not been easy, in those contexts where it has been introduced successfully, various tools that derive from one of the most important platforms, the Internet, have been introduced. Particularly, some of these tools are social networks (Vázquez & Cabero, 2015).

As explained in previous sections, social networks can be understood as a group of applications and collaboration spaces where social connections and information exchanges exist in a network environment (Bartlett, 2006, Vázquez & Cabero, 2015). Barajas and Alvarez (2013) as well as Devi and Nayak (2013) add that they can find an exchange of content generated by the own users of social networks, which lasts temporarily, and maximize exchange and knowledge even at great distances. Concerning with the knowledge that can be interacted through social networks, language learning is one of the frequent activities usually monitored by proper ICT-oriented teaching assistance.

Enhancing the previous statements, recent observations and studies suggest that second language learning also takes place while communicating through social networks (Dalton, 2011). The Internet has the potential to provide the language learner with vast resources of written and audiovisual materials for learners (Chartrand, 2012). Yet managing with these tools appropriately would bring learners better opportunities to succeed, an efficient teaching guidance is still necessarily required to reach this accomplishment.

#### *3.4.2. In learning and teaching English*

In recent years, learning and language teaching processes have been integrating different technologies and methodologies that involve the use of ICTs in teaching and learning processes. These social network-based methodologies are usually designed without considering formal patterns of instruction.

Therefore, the use of social networks in English teaching can be proposed as a tool of informal learning introduced into a formal learning setting. Thus, it takes place in a context of collaboration and exchange with peers that stimulate and favour their individual learning, as well as it includes a teacher who takes the role of a guide or mediator between the social network and the student.

This relationship should be better appreciated over the last two decades, when there has been a transition from traditional teaching to a digital and open education governed by new technologies. With the appearance of Web 2.0, a term coined by Sheliga (2005), the Internet has evolved from the classic read-only pages that simply showed content, towards an open platform where users

can also be creators of content and interact with other participants, acquiring a new social and participative dimension.

### *3.4.3. Reasons for their little or no use*

Regarding the integration of social networks to the teaching of languages, there are various social networks specialized in teaching. Although their users will not be greater than those of general use networks, such as Facebook, it is undeniable that their proliferation is due to the perceived effectiveness they bring.

That is, both creators and users have realized that the use of this type of ICTs is beneficial for learning languages. Among the activities-labile to be offered by social networks, we could mention the following: meeting people, conversing through text, audio and synchronous calls, correct errors and post suggestions, play, etc.

However, there are strong reasons for teachers to do not back integration of social networks into formal curriculum, mainly due to the independent efforts of each teacher to integrate their own teaching techniques, without maintaining a policy of sharing what has been obtained with others.

In addition, there is the fact that the institutions do not know how to start a discussion about the integration of TIC. This usually translates in the pose of recommendation to use technology, but without providing a plan to guide how these actions should be carried out.

Eventually, the resistance to the paradigm shift is another reason for non-integration. This paradigm shift mainly affects the role of the teacher, which in language teaching is a role set by tradition and history, although in constant change (Richards & Rodgers, 2014).

Finally, it should be noted, however, that although there are several options for practicing languages, their integration into an educational curriculum, collegiate decisions are required. A group of teachers should decide which social networks are best for the practice, considering the educational and social context, the possibilities of a successful incursion, as well as their advantages and disadvantages (Ramírez, Casillas & Contreras, 2014).

### **3.5. State of the art**

In this section, the conceptual background to the study is provided by looking into the influence of social networks (SN's) on the language teaching process. In addition, research and literature revision on how social networks-oriented instruction could help young learners successfully learn a foreign language has been carried out. Then, concerns of both SN's and ICTs-based instruction in high school level contexts to English learners have been explained. As follows, some case studies and recent research in this field are analysed.

In this paper there have been analysed a total of eight different studies that focused their attention on the benefits obtained by the application of digital tools in classes of English as a foreign language.

Rambe, P. and Bere A. (2010, cited by Cummins, 2013) performed a research titled: "Using Mobile Instant Messaging (MIM) to Leverage Learner Participation and Transform Pedagogy at a South African University of Technology". Published by the *British Journal of Educational Technology*, this paper analysed the use of mobile instant messaging as a resource that allows the generation of informal contexts in which the students can engage and collaborate, trying this way to balance a reality in which there is little participation from the students as well as a very limited lecture contact time.

The researchers selected one hundred sixty-three third-year students of Information Technology at the CUT (Central University of Technology) which participated in questionnaires and interviews that attempted to collect valuable information regarding the use of WhatsApp as a tool for teaching and learning. The results obtained evidenced that this ICT has positive impacts on the students' ability when engaging and participating with their peers through the WhatsApp forums created, something that, furthermore, they were able to do at any time. Therefore, this didactic use of WhatsApp allowed the enhancement of environments that could be defined as social constructivist, since with the application of this resource, teachers' role swung from instructors to facilitators, while the students' role passed from information receivers to generators, collaborators and group leaders.

Regarding specific language skills, Abdulateef, A. (2010, cited by Cummins, 2013) conducted an MA degree research: "Using Facebook to Enhance Students'

Writing Skills” from Sudan University of Science and Technology. This study aimed at giving room for student-centred activities and chose Facebook to allow learners a wide variety of activities that could be pursued anywhere with internet access, amplifying the possibilities in comparison to the traditional classroom.

In this study participated thirteen students of English as Foreign Language in Ahfad University which, as a pre-test, wrote an essay via the traditional way of pen and paper. Afterwards, there was created a Facebook group through which that sample was taught a course on writing essays. Once the course finished, the students pursued a questionnaire and a post-test that checked their attitude regarding the use of Facebook as a writing practice platform.

The participants were asked to write about different topics on the platform, commenting also each other contributions. To do so, the students were encouraged to make use of the writing mechanics this platform provides, especially the incorporated spelling checker. The analysis pursued over this process evidenced a more efficient progress on the students’ writing abilities in comparison with the average progress when following the traditional methods; besides, the questionnaire showed a general positive feedback from the students, considering as more motivating and engaging. Moreover, they were greatly benefited from their peer comments and due feedback.

Deep into the current problem statement, Facebook is one of the most crowded SN’s, mostly used by teenagers. As explained in the previous section, its configuration is not complicated, so instruction based on this network appears to be an interesting choice to enhance English learning programmes in high school.

Unlike writing skills development, a comprehensive research was conducted by Hassan Hamad Mohammed Ahmed (2010, cited by Cummins, 2011) called “History, Development and Implementation of CALL (Computer Assisted Language Learning) Courseware Programmes on Learning and Teaching English”. It was a PhD research study presented at Nile Valley University, Sudan.

In this paper the researchers analysed the impact of CALL programmes (Computer-assisted language learning) when applied to the English as a Foreign language classroom, focusing on the reading ability. The participants were seventy-four secondary school students in Khartoum, which were divided into two groups of thirty-seven each.



There was an experimental group, a CALL-based group, and a control group, which was a traditionally instructed. Both were taught by the same teacher using the same topics for four months. The data was collected by two questionnaires, one for teachers, and another one for students. Results were analysed by the ANOVA system<sup>3</sup>. Interviews were also pursued, but these ones were content analysed.

The findings showed that the CALL-group performance obtained better results, benefiting from the collaboration and interaction offered by computer environment. Although this study has shown as quite an innovating PHD research, its applicability could be implemented in high school levels, especially on reading contents that might be taught by special electronic programmes as that of the research above mentioned.

The next research considered was the “Exploratory Case Study of the Participation and Interaction Among Elementary School English Language Learners and Native Speakers in Online Discussions”, which was conducted by the Department of Curriculum, Teaching and Learning (2009, cited by Cummins, 2010) at the University of Toronto.

This paper was an MA (Master of Arts) presented in 2009 which focused the attention on the interaction though online communication between elementary school students and native English speakers. The participants were six Chinese students and five Canadians (native speakers) chosen from grade eight. The data was collected from chat transcripts, questionnaires and interviews over a two week-period. The conclusions achieved highlighted that the participants considered the use of online communication as helpful for the development of their reading and writing skills, helping them interact more efficiently.

The following research is an investigation carried out by Borau, Ulltich, Feng and Shen (2010, cited by Cummins, 2010) titled “Micro blogging for Language Learning: Using Twitter to Train Communicative and Cultural Competence, Distance Education College of Shanghai Jiao Tong University, China 2010”.

This study analysed the use of Twitter by students of English as a Foreign language from the Jiao Tong University and the Distant College of Shanghai to

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<sup>3</sup> (ANOVA - Analysis of variance) is an analysis of variance based on a collection of statistical models and their associated procedures, in which the variance is partitioned into certain components due to different explanatory variables (Vicéns, Herrarte, & Medina, 2012).

practice communicative competence. Through the analysis of the messages produced by the students on Twitter, the researchers observed an improvement in the communication skills showed by the participants.

Furthermore, they found it engaging, as it evidences that through the course, they posted a total of 5580 messages. Another important fact that leads to that conclusion is the fact that once the intervention had finished, the students asked about the possibility of keep using the system, since they considered as an excellent context to make use of English and keep improving while they are not at the classroom.

Another important study is a research presented by Alfaki and Alharthy (2014), whom examined the possibility of promoting the English language through the use of social media networks. The research conducted made use of the experimental method: they selected two groups of eighty participants each, one of them acted as the experimental group, which made use of social networks in their lessons and activities, while the control group had traditional classes and activities. The results obtained evidenced that:

- The participants in the experimental group acquired the skills and learning more effectively than the ones in the control group.
- Collaboration and communication through online social networks improve the results regarding the acquisition of a second language.

Similarly, Derakhshan and Hasanabbasi (2015) conducted an investigation titled "Social Networks for Language Learning". The purpose of this review was to consider social networks, such as Facebook, Electronic mail, Computer media which are proven to be effective to increase students' learning English out of the classes. Social networks facilitate students' interaction to share their ideas and provide an opportunity for learners to experience online tools to foster their learning skills.

There was observed that these online tools (e.g. Facebook, Email, and Computer media) can be used to improve students' language skills, especially the writing skills. Internet tools helped the second language learners to accelerate their learning by being up-to-date and self-directed. In this paper, the literatures were reviewed to find positive aspects of using Facebook to improve second language learning.

The researchers also pointed out that second language is learned incidentally and directly from second language speakers of different culture via Emails. Students can use e-mail to communicate with their teachers and with second language speakers or native speakers. Computer media are also useful means to guide those learners who are passively focused on English learning. The review would conclude that social interaction via social networks is a kind of stimulus for learners to communicate with others.

The last research analysed was titled “Skype-Based Tandem Language Learning and Web 2.0.”, cited by Cummins (2010), which investigated the different ways the use of Skype for online speaking communication could be applied in the curriculum of English as a foreign language. The study took place between Tsuda College, Tokyo (sixty students) and San Diego State University (fourteen students) during the Fall semester of the 2016.

The SDSU participants were all Japanese language majors, while the participants from the Japanese college were students in their first year of Computer Science, whom were taking a compulsory English class. Both kind of participants had studied their target language for approximately six years with very little actual conversation experience.

The data was collected through the participants’ interaction with each other (for example when they introduced themselves, described their partners’ hobbies and preferred places, likes and dislikes, etc.). Furthermore, they were asked to complete a questionnaire that collected information about their impressions about the process and the results obtained, reporting that they enjoyed the possibility of communicating with native speakers thanks to Skype and felt more confident the more practice they were able to have.

Finally, communicative interaction from student participants with actual native speakers through social networks is now a very common practice that has been achieved in various settings from different places in the world. The studies proved that using a wide variety of social networks results in positive effects on learning English as a foreign language. As these technologies evolve, the number of attempts to adapt language teaching methodologies should increase as well, therefore teachers and students, mostly in high school should integrate experiences into comprehensive efficient programmes that professionally form proficient English speakers.

#### 4. PROPOSAL OF DIDACTIC INTERVENTION

Considering the benefits observed in the application of ICTs in the teaching-learning process of English as a foreign language, specifically through the use of social networks; it has been decided to pose a didactic intervention based on the Facebook platform, which will not only provide dynamism to the activities, but will also enable students to maintain contact with peers that have English as a native language. The selection of this platform has been based on different reasons, for instance, is a very well-known platform, therefore the need of explanations about how to work on its environment will be minimal. Furthermore, it is an easy to register platform, not requiring many steps for it. And, overall, it is a platform that combines services such as immediate chat, posting content in different formats (written, videos, photographs), and allows commenting the content. In short, it is a platform that allows dynamic interaction within the participants.

The idea is to create five Facebook pages through which the students will promote five different regions of Spain, emphasizing aspects related to their characteristic culture, gastronomy, and main touristic offer. To do so, they will be asked to use a range of skills such as written and oral communication, which are specific of language learning, but also video and image editing skills, as well as other skills related to the didactic use of the Information and Communication Tools.

Furthermore, once the Facebook pages are up and running, they will be sent to their English peers<sup>4</sup>, whom will have been conducting a similar project to learn Spanish, so they will send us theirs. Then, our students will have to make questions regarding the different regions in Spanish to their English peers (for example: *¿qué restaurante recomendáis de York?*, *¿puedo ir en autobús a Snowdonia?*; while they will make questions in English to our students (such as, where is the nearest airport to Cáceres?, or can you recommend a nice restaurant in Madrid?).

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<sup>4</sup> The English peers would be found thanks to a previous work endured by the teacher, whom will get in touch with different secondary schools in the UK in order to stablish an agreement to develop a similar project through one of their classes of Spanish as a foreign language.

#### **4.1. Contextualization**

The present proposal has been elaborated aiming a standard class of the fourth level of the Spanish secondary obligatory education (4º ESO) which is composed by 20 students.

Since the activities to be proposed take part of a whole project that will require a range of knowledge (from grammar, to vocabulary and pronunciation), the period of the academic year in which this proposal will be implemented will correspond to the final months, this way it will work as a recap of all the learnings achieved during the year. Through the year, trying to increase the students' motivation since the very beginning, there will be constant mentions to this project, encouraging them to make the most of the classes in order to achieve excellent results in this attractive project.

In regard with the material required for the different activities, since the use of ICTs is going to be constant, the main aspect to highlight is that the classes will be delivered in the IT classroom, providing, at least, a computer with internet access per group.

#### **4.2. Contents**

The contents of the activities will be selected from the curricula established by the Royal Decree 1105/2014 of 26 December, which establishes the basic curriculum for compulsory secondary education and the *bachillerato*. Being more specific, there has been considered the curriculum developed for the fourth year of Compulsory Secondary Education in relation to the subject of English as a first foreign language. In this case, the contents that will be specially attended are:

- Description of physical and abstract qualities of people, objects, places and activities.
- Narration of punctual and habitual past events, description of present states and situations, and expression of future events.
- Expressing the message clearly, coherently, structuring it appropriately and adjusting, where appropriate, to the models and formulas of each type of text.

In addition, special emphasis will also be paid to the promotion and acquisition of the skills set out in Royal Decree 1.105/2014 of 26 December, which are<sup>5</sup>: a) Linguistic communication (CCL); b) Mathematical competence and basic skills in science and technology (CMCT); c) Digital competence (CD); d) Learning to learn (CPAA); e) Social and civic competences (CSC); f) Sense of initiative and entrepreneurial spirit (SIE); and g) Awareness and cultural expressions (CEC).

In the case of this proposal, the competencies that will receive the most attention will be:

- CCL. Promoting a good command of language to use it as an oral and written instrument in different contexts. All the activities designed promote real communication in the classroom with a development of the oral and written skills, which, at the same time, will allow working on reading and listening abilities.
- CD. Different ICT tools will be used in this didactic unit. Furthermore, the teacher will explain the advantages and the risks existing around this kind of resources.
- CPAA. The students will be provided with the necessary strategies and skills to facilitate the ability to organise their own learning (search for information, classification and treatment of information, etc.) and to discover how they can learn more efficiently.
- CEC. Since the topic is potentially related with travelling to other regions and discovering new cultures and habits, the focus will be on learning a little bit more about these other life styles.

### **4.3. Objectives**

As in the case of the contents, and in relation with them, the objectives posed for this proposal are based on the Royal Decree 1105/2014 of 26 December,

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<sup>5</sup> The abbreviations have been kept in the Spanish version in order to make easier to refer to them in the correspondent legislation.

which establishes the basic curriculum for compulsory secondary education and the *bachillerato*. In this sense, the objectives are:

- To describe relatively accurately the physical and abstract qualities of people, objects, places and activities.
- To elaborate different texts (oral and written) in which there are narrated punctual and habitual past events, description of present states and situations, and expression of future events.
- To communicate orally and written expressing the message clearly and coherently, adjusting appropriately to the different situations and contexts.
- To understand written and oral instructions with certain complexity.
- To be able to interact and work with the peers by using the English language.

#### **4.4. Activities**

This section has been devoted to explain the different activities that compose the didactic proposal. It has to be pointed out that English will be the vehicular language used by the teacher for the different explanations, however, if the use of English seems insufficient for the correct understanding of the different activities, Spanish will be used. It has to be also considered that the activities have been planned for classes of 50 minutes, leaving this way some adjusting time at the beginning and at the end of each session.

##### **Session 1. Starting the project.**

- **Deciding the regions (25 min.).** After a brief explanation of what the project is going to be about, the class will be split in 5 groups of 4. Then, each one of them will have to choose one of the 17 regions existing in Spain. In the hypothetical case two or more groups want to work on the same region and they appear as unable to make an agreement, the teacher will conduct a lottery to decide which region corresponds to each contending group.

- **How do regions get promoted? (25 min.).** Once there have been decided the regions to work on, there will be watched (subtitled) the video *Top 7 INCREDIBLE Travel Destinations of 2018 | Where to Travel This Year!* (Conover, 2017).

Afterwards, the teacher and the students will comment what kind of information was included in the video when presenting the destinations and will argue about whether there was some other information that could have made the video better (while the discussion is ongoing the teacher will be noting down on the blackboard the more relevant aspects commented in order to summarise the information). There is expected that the topics to be developed in this project will be: location, weather, cultural peculiarities, gastronomy, places to visit and places to stay.

**Resources:** whiteboard, computer with internet access and projector.

## **Session 2. Organising our project.**

- **Who does what? (10 min.).** The first task for every group will be deciding how they are going to organise the work that needs to be done. Each group will have the liberty to make the decision they consider more appropriate.
- **Looking for sources and examples (40 min).** The rest of the session will be devoted to let the students to look for sources of information to fill up their Facebook pages. First of all, they will have to look for examples of real Facebook pages of regions, cities, etc., in order to observe how they set the information. For this task, every group will have assigned two computers with internet access, so they can work in pairs.

From now on, each group will have to start to work (outside the class time) on the development of the content they consider appropriate for their projects for the different aspects agreed in the previous session (location, weather, cultural peculiarities, gastronomy, places to visit and places to stay), so by the time the Facebook account is created, they can start to fill it in with that content straight away.

**Resources:** 10 computers with internet access.



### Session 3. ICT skills.

- **Working on internet (30 min.).** Since to fill up the video with media resources, the students are going to have to use internet constantly, the first part of the session will be devoted to explain to them some of its most basic resources, such as downloading images from Google Images or downloading music and audios from the website [www.audioblocks.com](http://www.audioblocks.com), which provides them royalty-free. To do so, the teacher will show to the students (which, divided in couples, will be following the steps on their assigned computers) how to download some images, songs and audios.
- **Working with media files (30 min.).** Once the students have learnt how to download the resources, they will be taught about how to work with them. In this sense, for cutting audio files, the teacher will explain how to use the online free website <https://audiotrimmer.com>; in the case of videos, the resource used will be <https://online-video-cutter.com>.

In both cases, the teacher, after guiding them to the process, will give the students some time to practice; while they do that, the teacher will walk up and down to provide aid when needed. There has to be pointed out that all the process will be taught in English, using the Spanish language only if indispensable.

**Resources:** computers with Internet access, a computer with internet access and a projector, paper, pens, etc.

### Session 4. How do we create a script?

Since all the groups will have to create at least two videos for promoting their region (one per each couple in each group), there has been considered useful to create this lesson in which the students will get some advises to elaborate the script for their videos.

- **Advises for creating a script (10 min.).** The session will start by watching the YouTube video: *How to write a presentation script* (Kwan, 2016) which will lead about a discussion regarding the main advises learnt from them (the teacher will be noting them down on the blackboard), which will have to be applied in the next activity.

- **Filling up the script (30 min.).** Working again in couples within their own groups, they recover the structure created in the second session and, since they already have gathered the different media material for their videos, they will have to fill up with content the script structure, considering the length of the final clip and the fact that both members of the pair will have to speak during half of that length.
- **Amending the script (20 min.).** Every couple will swap the letter with the other couple of the group, having to rewrite it amending the mistakes detected.

In order to detect the possible mistakes, the students will be able to make use of the website [www.scribens.com](http://www.scribens.com), which is capable to detect mistakes in grammar, verbs and punctuation, offering also suggestions for better choice of vocabulary. At the end of the session, both versions will be handed to the teacher who will mark them and deliver back in the next session.

**Resources:** computers with Internet access, a computer with internet access and a projector, paper, pens, etc.

### **Session 5. Rehearsing the script.**

- **Practising the script (30 min.).** After each couple has received back their amended and marked scripts, they will start to work on their pronunciation. To do so, they will work with the website [www.naturalreaders.com](http://www.naturalreaders.com), which is able to read any sentence written on it with a quite good real pronunciation (and even allows to choose the speed of the reading in order to adjust it to the listeners' requirements). They have to type in the sentences created and imitate the pronunciation.
- **Recording the script (30 min.).** Once they are confident about their pronunciation, they will make use of the voice recorder provided by Windows to record themselves reading the script of the video.

In both cases the teacher will be providing help when required, especially when stuck trying to pronounce any difficult word.

**Resources:** computers with Internet access and microphone.

### **Session 6. Edition skills.**

- **Working with a video editor (30 min.)** The first part of this session will be devoted to show the students how to work with the free online video editor Kizoa (<https://www.kizoa.com>). As in the previous occasions with a similar activity, the teacher, using a video-projector, will show to the students some examples, while the students reproduce the steps on their computers (one per couple).
- **Creating the video (30 min.)**. Once the students feel confident about their skills on the editor program, they will start to work on their videos, gathering images, sounds and applying also the script created in the previous session. This work will have to be continued as homework.

**Resources:** computers with Internet access, a computer with internet access and a projector, paper, pens, etc.

### **Session 7. Creating the Facebook page.**

- **Creating a Gmail account (15 min.)**. Since one of the requirements for creating a Facebook account is to have an email account, the first step will be creating a Gmail account. To do so the teacher will project the screen while performing the different steps, while, at the same time, each group will have to follow those steps.
- **Creating a Facebook account and page (15 min.)**. As in the previous activity, the teacher will display the steps to pursue to create the Facebook account. Once created, the teacher will also provide a quick tour of the different options the platform offers.
- **Designing the Facebook account (30 min)**. The rest of the session will be devoted to start to design Facebook pages, since this platform allows to be connected to the same account in two

different computers, each group will be split in couples as in previous sessions, so they can work on different aspects within the page. By this time, every group should have ready a good amount of the content needed for the page (since they should have started to work on it from the second session). Nevertheless, the project will be put in standby for two weeks, so the groups can finish up the page and present it to the rest of the class on the next session devoted to this project.

**Resources:** computers with Internet access, a computer with internet access and a projector.

### **Session 8 – 9. Presentation of our Facebook page (100 min.).**

- **Presentations (90 min).** These two sessions will be devoted to the presentations of the different Facebook pages. Each group will have 15 minutes for their presentation (with the requirement that all the members of the group talk at least 3 minutes), in which they will have to explain the characteristics of their regions at the same time that show the Facebook page created.
- **Going online (25 min.).** In session 9, after the last group has finished the presentation, each group will have to send to their English peers the links of their regions along with a brief text inviting them to visit the page and consult any question or doubt they may have.

After these sessions, for two weeks, the groups will have to answer the doubts and questions the English peers will make as a home assignment.

**Resources:** a computer with internet access and a projector.

### **Session 10 (virtual). Answering doubts and questions (2 weeks).**

This last session will be literally virtual since, as explained above, it will be treated as a home assignment, in which the members of the group, which will have to agree how to organise themselves, will have to answer the questions made by the English peers for two weeks. There are different reasons for leaving

this tasks to be completed at home. For instance, it will allow taking advantage of one of the most important aspects of using ICTs as a leaning tool, permitting a ubiquitous access to learning and, furthermore, being able to proceed with the stress-free environment that supposes working at home far from the sometimes pressurising presence of peers or even the teacher. In the same line, working without the corset of the school schedule, will allow the students to work at their own pace, achieving for sure better results.

During that lapse of time, the students will be able to modify the content in the Facebook page, amending the grammar o vocabulary mistakes the may find. After these two weeks, they will have to give the teacher the information to access the pages so they can be marked.

**Resources:** since this last session is virtual, the resources needed by the students are simply a computer with internet connection (it can be at home, in the library, or elsewhere).

## 4.5. Timing

In the previous section, the duration of each of the activities has been indicated, as well as the session to which they correspond, so that in this section it has been decided simply to include a calendar where there have been indicated the dates in which the proposed activities will take effect. This calendar only intends to show more visually how the sessions could be distributed, considering that the most ideal part of the year to pursue this kind of project is the last months.

ABRIL							MAYO						
L	M	M	J	V	S	D	L	M	M	J	V	S	D
1	2	3	4	5	6	7			1	2	3	4	5
8	9	10	11	12	13	14	6	7	8	9	10	11	12
15	16	17	18	19	20	21	13	14	15	16	17	18	19
22	23	24	25	26	27	28	20	21	22	23	24	25	26
29	30						27	28	29	30	31		

**Caption:** Days assigned for the sessions.



Two weeks for answering questions



As it can be seen, there has been decided to use two of the three days the subject of English as a foreign language has assigned for this level. Thus, the habitual classes (which will be based on the different activities proposed by the workbook) can still be kept ongoing once a week.

#### **4.6. Evaluation**

The article 28.1 of the current compulsory secondary education law, the LOMCE, states that the evaluation carried out by teachers must be continuous. Bearing this in mind, it has been decided that, for the proposal made, the evaluation of the different activities will not be carried out on the basis of the traditional examination, but will be evaluated by means of tools such as direct observation and the revision of the different assignment and tasks, both at a collective and individual level.

For the set of activities carried out during the course, it has been established that, as a percentage, it will be valued in such a way that: group work accounts for 20% of the final grade, individual work for 30%, class participation for 15%, and examinations for 35%.

<b>GROUP WORK</b>	<b>INDIVIDUAL WORK</b>	<b>CLASS PARTICIPATION</b>	<b>EXAMINATIONS</b>
20%	30%	15%	35%

This distribution makes it possible to provide students with a variety of opportunities and approaches, paying attention to the different forms of learning and abilities, thereby paying attention to the diversity that always exists in the classroom. With specific regard to the activities in this proposal, these will be assessed from 1 (lowest grade) to 5 (highest grade), being integrated into the overall percentage as appropriate.

As for the moment of evaluation, it can be indicated that it will be carried out at three levels: during the day to day classes; through the written deliveries; and after the delivery of the final project. In the final project there will be considered every content in it as well as the responses given to the different questions made by the English peers.

In reference to the different evaluation tools, one of the most interesting supports that teachers can find are the rubrics, since they allow, as Martínez (2008) points out, their evaluations to be based on a series of guidelines that are

established through previous reflection. Since its use is so appropriate, this proposal incorporates a heading that will support the evaluation of the work carried out by students. In this case, aspects such as verb tenses, vocabulary, communication in English with classmates and the teacher, pronunciation, and attitude in class will be taken into account (please, refer to Appendix 1 for the students' rubric).

In addition, an evaluation rubric for the proposal has also been prepared, which will allow to reflect about how the activities have been developed, thus detecting their strengths and weaknesses, leading to an improvement in subsequent applications, etc. (please, refer to Appendix 2 for the proposal's rubric).

## 5. DISCUSSION

The main idea behind this proposal was to make the students aware of the different wonders Spain offers throughout its geography at the same time that they improve their language skills taking advantage of the benefits provided by the ICTs, in this case the social media platforms such as Facebook.

With this kind of project, the expectation is to get the students' interest and motivation towards the subject of English by offering them a teaching-learning process based on more dynamic activities which will result on a "product", something they can be proud of. Furthermore, it has been created by using new communication technologies, tools they are very interested on.

In addition, it is important to do not leave all the teaching-learning process to this kind of projects but combine them with regular classes that promote more directed activities; especially, when the participants are young and/or have a limited language level. That is the reason why, leaving the project for the last weeks of the course has been considered more adequate. Besides, as commented in previous sections, the project would cover two of the three weekly sessions ensuring this way that, until the last day, there is time to cover the different contents the education legislation establishes.

Moreover, the use of ICTs in the classroom allows the learning process to be ubiquitous as long as there is a device and an internet connection. Another advantage this kind of proposal offers is that today's students, all of them 'digital natives', feel very confident and comfortable when these technological tools are applied in the classroom, leading to a higher motivation level when compared with traditional methodologies and resources. Furthermore, applying them in a didactic way it teaches the students how to use this type of instrument for learning at their own pace, providing them with advantages such as access to vast information, as well as immediacy and ubiquity of access, giving rise to a delocalised training in which the figure of the teacher becomes more a guide than a source of knowledge.

Another positive aspect of the proposal made is that it devotes a couple of sessions to increase the students' knowledge about the ICT tools at the same time that put into practice their English skills. This supposes the acquisition of life skills at the same time that improve their language skills.



As for the weak points, the language of instruction is English, fact that may suppose a certain problem with some students, since not all of them will have the sufficient level for it. It is for this reason that the teacher must be attentive to this problem in order to offer extra support to these students, so that they do not feel disconnected from the class and the project itself.

While another of the most obvious weak points is the requirement of having a minimum of technological tools, such as computers, a projector and internet access. Nonetheless, in nowadays' schools, that should be a minor problem in most of the cases.

## **6. CONCLUSIONS**

The main objective set for the present paper was to elaborate a didactic proposal based on social networks as a tool to improve the students' motivation as well as their results in relation with the subject of English, which has been achieved through elaborating a proposal that has combined the improvement of the English language with the use of a very popular social network, Facebook, as a motivating tool for the students.

In this sense, the activities posed will aim for the achievement of three main objectives, which will develop in the students the ability to describe quite accurately the physical and abstract qualities of people, objects, places and activities; to elaborate different oral and written texts for narrating punctual and habitual past events, description of present states and situations, and expression of future events; as well as to communicate orally and written messages that are clear and coherent which appropriately match the situations and/or contexts. In order to help the students to achieve those objectives, and increasing their digital competence at the same time, they will be taught how to use some online didactic resources, such as [scribens.com](http://scribens.com) and [www.naturalreaders.com](http://www.naturalreaders.com), which provide aid to improve both, grammar and pronunciation skills.

Furthermore, the intention will be to use the English language as the communicative language in the classes, aiming to provide the students with the capability to understand written and oral instructions with certain complexity, as well as being able to interact and work with the peers by using the English language.

In addition to that main objective, there have also been posed three specific objectives, which have been achieved through the elaboration of the theoretical framework and state of the art sections. In them, there have been observed a number of real classroom experiences that made use of social networks as a tool to increase the motivation and, therefore, the performance of the students in educational contexts. Thus, with this proposal, social networks become an excellent tool to complete the language teaching activity, since the students, especially when they are young, are the most frequent users and, therefore, they have become actively familiar with this platform besides, letting them to explore and practice the learnings creatively. Nonetheless, as learned through the theoretical framework developed, it has been also proved true that this kind of

proposals require much more effort from the teacher side, and not only in the planning phase, as it is the case in this work, but especially through the application of the proposal, since the number of variables is much higher than in traditional classes, implying the necessity of an active and attentive teacher that intervenes, amends and readdresses the process as required by the specific classes in which the proposal is taken place.

The main conclusions achieved through that research work is that the application of ICTs in the classroom, including the use of social network platforms, has an enormous potential. However, there is a need of further research and experiences. In this sense, one of the most outstanding factors regarding the weaknesses of the experiences existing, or even in the lack of sufficient experiences, lies on a deficient knowledge of many teachers as for the ICTs and their appropriate application in the classroom. That is why there is more need of further education and training as well as more trials and practises, even though they will be faulty or mistaken in some aspects. Only this way it will be possible to have a sufficient corpus to perfect the didactic potential these tools and methodologies have.

Finally, I would like to point out that the acquisition of theoretical knowledge is insufficient if it is not accompanied by the acquisition of skills, which, at the same time, require reflection that can only be achieved when all that has been learned is put into practice with the aim of obtaining a product that can be applied in reality. This is precisely what I consider I have achieved with the elaboration of this paper, since it has allowed me to obtain a more holistic knowledge of the teaching profession.

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## 8. ANNEXES

### *Appendix 1: Rubric to evaluate the students.*

Category	Excellent (5)	Very good (4)	Good (3)	In progress (2)	Insufficient (1)
<b><u>Vocabulary</u></b>	Has learnt most of the new vocabulary and apply it correctly.	Has learnt a good amount of the new vocabulary and is able to apply it correctly.	Has learnt half of the new vocabulary and applies it correctly, having though some confusions in some terms.	Has learnt little of the new vocabulary and often confuses the terms.	Has learnt very little of the new vocabulary and confuses the terms constantly.
<b><u>Pronunciation</u></b>	Has acquired an excellent pronunciation.	Has acquired a very good pronunciation.	Has acquired a good pronunciation.	Has a deficient pronunciation, being capable to reproduce correctly only few words.	Has a very poor pronunciation, being incapable to pronounce correctly any word.
<b><u>Writing</u></b>	Has the capability of writing texts without spelling or grammar mistakes.	Has the capability of writing texts with few spelling or grammar mistakes.	Has the capability of writing texts with some spelling or grammar mistakes.	Has the capability of writing texts with many spelling or grammar mistakes.	Does not have the capability to write texts or they are full of spelling and grammar mistakes.
<b><u>Participation in class</u></b>	Is very active in class and the participations are always productive.	Usually participates in class with productive incomes.	Tends to participate in class but some contributions are not adequate.	Rarely participates in class alternating adequate and inadequate contributions.	Never participates in class or/and the contributions are always inadequate.
<b><u>Group work</u></b>	Always has a good attitude and contributes positively.	Always has a good attitude and usually contributes positively.	Usually has a good attitude and tends to contribute positively.	Tends to have a good attitude but rarely contributes positively.	Tends to have a bad attitude and never contributes positively.

**Appendix 2: Rubric to evaluate the proposal.**

INDICATORS	MARK (1 – 10)	OBSERVATIONS AND IMPROVEMENTS TO BE APPLIED
The different activities have been explained clearly, so that the students have been able to understand them without problems.		
The teacher has been attentive to any problems that may arise and has resulted in the doubts raised by the students.		
The students have been participative and have connected perfectly with the different activities proposed.		
The students considered this kind of work as very motivating and the enthusiasm observed during the classes confirms it.		
The teacher has been able to observe an improvement in most of the students in relation to the different issues raised during the different sessions.		